

**CHARACTER EDUCATION VALUES IN ENGLISH TEXTBOOK  
ENTITLED “*FORWARD AN ENGLISH*” FOR THE TENTH GRADE OF  
VOCATIONAL HIGH SCHOOL**

**THESIS**



**By:  
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STUDY PROGRAM OF ENGLISH EDUCATION  
2018 M/1440 H**

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VOCATIONAL HIGH SCHOOL**

**THESIS**

Presented to in partial fulfillment of the requirements  
for the degree of *Sarjana*



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2018 M /1440 H**

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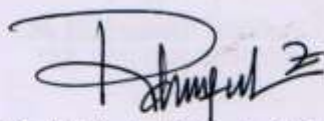
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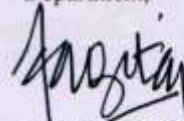
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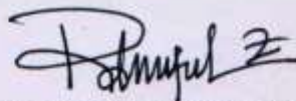
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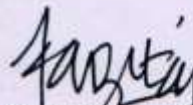
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Thank you for your attention.


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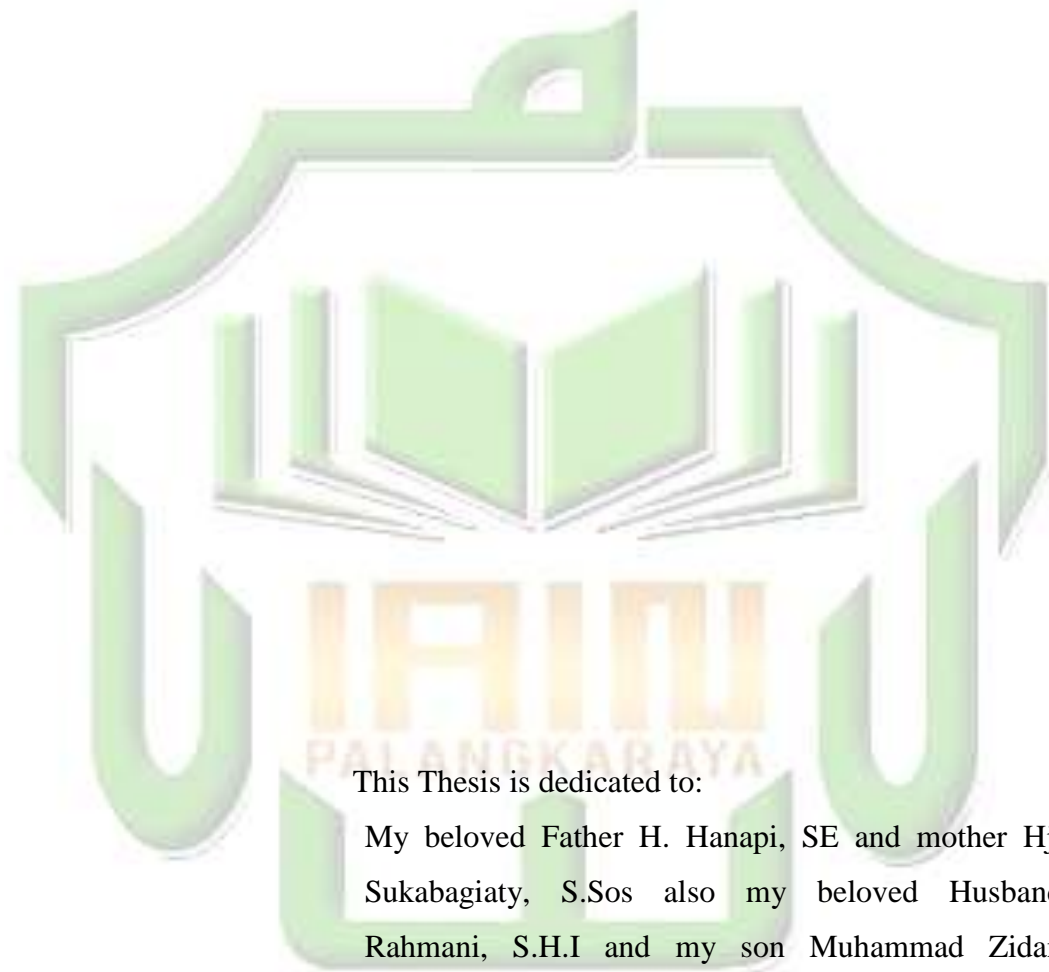


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## MOTTO AND DEDICATION

**“Stop wishing. Start doing”**



This Thesis is dedicated to:

My beloved Father H. Hanapi, SE and mother Hj. Sukabagiaty, S.Sos also my beloved Husband Rahmani, S.H.I and my son Muhammad Zidan Alfarizie for their endless love, prayer and support.



## DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 2018  
Yours Faithfully



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## ABSTRACT

Somia Salsabila. 2018. *Character Education Values in English Textbook Entitled "Forward an English" For the Tenth Grade of Vocational High School*, Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors (I) M. Zaini Miftah, M.Pd; (II) Zaitun Qamariah, M.Pd.

Key Words: character education values, textbook, 2013 curriculum

The objective of the research were to identify the character education values based on 2013 curriculum that appear in texts or sentences of an English textbook entitled "Forward an English" For the Tenth Grade of Vocational High School, (2) to describe how to the characters implemented in the texts or sentences.

This research used qualitative approach using content analysis. The data used this research were in the texts or sentences in the textbook. Some steps were undertaken during the data collection: reading the texts or sentences carefully, understanding specific parts related to the research focus intensively, marking certain parts related to the research focus, making a description of the data and inserting the data into the table. In analyzing data, this study used content analysis technique by comparing the data, making categorization, presenting data tabulation, describing verbally, and interpreting the findings to do the inference.

The results of research showed that: (1) related to the characters that appear in textbook, the character education based on curriculum 2013 was only found 15 characters. Achievement appreciation is the highest rate. It implied that author of textbook wanted to students give appreciate to other people. (2)the characters implemented there were two techniques, explicit and implicit. The explicit was more dominant in the texts or sentences. This result showed that the author seemed make it easy students in comprehension the character values in the texts or sentences.

## ABSTRAK

Somia Salsabila, 2018 *Nilai-nilai Pendidikan Karakter pada buku teks Bahasa Inggris berjudul "Forward an English" untuk kelas 10 Sekolah Menengah Kejuruan* . Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) M. Zaini Miftah, M.Pd; (II) Zaitun Qamariah, M.Pd.

Kata Kunci: Nilai-nilai pendidikan karakter, Buku Teks, kurikulum 2013

Tujuan dari penelitian ini adalah untuk mengidentifikasi nilai pendidikan karakter berdasarkan kurikulum 2013 yang muncul dalam teks atau kalimat pada buku teks bahasa Inggris yang berjudul "Forward an English" untuk Kelas Sepuluh Sekolah Menengah Kejuruan, (2) untuk menggambarkan bagaimana karakter diimplementasikan dalam teks atau kalimat tersebut.

Penelitian ini menggunakan pendekatan metode kualitatif dengan menggunakan analisis isi. Data yang digunakan dalam penelitian ini adalah teks atau kalimat dalam buku teks. Beberapa langkah dilakukan selama pengumpulan data: membaca teks atau kalimat dengan hati-hati, memahami bagian-bagian khusus yang terkait dengan fokus penelitian secara intensif, menandai bagian-bagian tertentu yang terkait dengan fokus penelitian, membuat deskripsi data dan memasukkan data ke dalam tabel. Dalam menganalisis data, penelitian ini menggunakan teknik analisis isi dengan membandingkan data, membuat kategorisasi, menyajikan tabulasi data, mendeskripsikan secara lisan, dan menafsirkan temuan untuk melakukan kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) berkaitan dengan karakter yang muncul dalam buku teks, pendidikan karakter berdasarkan kurikulum 2013 hanya ditemukan 15 karakter pada buku tersebut. Prestasi penghargaan adalah angka tertinggi. Ini menyiratkan bahwa penulis buku ajar ingin siswa memberi apresiasi kepada orang lain. (2) karakter diimplementasikan dengan dua teknik, eksplisit dan implisit. Yang eksplisit lebih dominan dalam teks atau kalimat. Hasil ini menunjukkan bahwa penulis tampak memudahkan siswa dalam memahami nilai-nilai karakter dalam teks atau kalimat.

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The writer hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya, October 22<sup>th</sup>, 2018

The researcher,

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents the background of study, research problem, objective of study, scope and limitation, significance of the study, definition of the key terms.

#### **A. Background of Study**

Character is very important for everyone because by character we can see the attitude of someone. Battistich (2011, p. 2) states that character means attitudes, behaviors, motivations and skills. Character includes attitudes such as the desire to do one's best and being concerned about the welfare of others, intellectual capacities such as critical thinking and moral reasoning. Behaviors such as being honest and responsible, and standing up for moral principles in the face of injustice, interpersonal and emotional skills that enable us to interact effectively with others in a variety of circumstances, and the commitment to contribute to one's community and society. In simple words, character is the person having good intelligent, society, emotional and ethic. Become a good person it means the person having good character.

But the fact today, there are several cases that were done by the teenagers or students such as crime, violence, married by accident, bullying, gangster, drugs, free sex, etc (Sari, 2013). Therefore, Indonesia society thinks the



implementation of education about values, attitudes and character is very important and needed to improve its intensity and quality. Formal education institutions, especially schools as an official container coaching children and young people are expected to increase its role in shaping the character of learners through increasing the intensity and quality of education on values, attitudes and character (Muhammad & Saparahayuningsih, 2016, p. 270). Based on educational problems in Indonesia today, the government requires to implement character education in every schools. Hidayati, Zaim, Rukun and Darmansyah (2014, p. 190) stated that the President Susilo Bambang Yudhoyono also considering character education as the important part of education. It has delivered in a speech on the occasion of National Education Day in 2010 which emphasized the importance of character development for students at every level of education. In this case, it is clear that the character is something that very important and the goal of national education. Then, the Government through the Department of Education develops the values that are important to be character the students and integrated into learning process.

Character education has been both a formal and informal part of schools. It has been integrated into many other pieces of the curriculum. According to Subandi (2014, p. 198) curriculum can be define as the set of planning and organization of purpose, content and learning material as the guidance to learning activity to achieve a particular educational objective (Republic of

Indonesia law, no.20 year 2003). In Indonesia curriculum has changed, the new curriculum is known as Curriculum 2013. This curriculum focusing more on character building and integrated learning. The purpose of this curriculum is provides Indonesian people to be religious, productive, creative, and innovative. In this case, the government demand every school level to implement character education (Anugrahwati & Agustien, 2015).

The government command the element of education to insert the character education as values in teaching learning process including the books used. The learners can use a textbook as their source for what extent they have to learn. Textbook formally prepared by the teacher itself as a reason that this textbook is conform with the standardize curriculum. Teachers should really careful to consider which one textbook appropriate with the learners (Fitriyani, 2013, pp. 1–2). Sheldon as cited in Fatima, Shah, and Sultan, n.d., (2015, p. 79) a textbook can be define as the material specially designed to help second language learner to increase their ability in knowledge and communication. From this definition, we can conclude that textbooks are needed in teaching-learning process. Textbooks are the important component for English students and must be selected with suitable book and with standardize curriculum.

Based on the explanation above we have known that character education is very required to implement and support that the quality of education system

in Indonesia that shaping the character of students. In implementation of character building, a textbook also become one of the supporting aspects to include character education in the textbook. In this way it can help the teachers to apply the 2013 curriculum in addition the teacher's role as introduction to character education in learning process. So, analyzing textbook is needed to get a textbook which is appropriate with the students need. And the best textbook for learners and teachers is a textbook which is suitable with the curriculum implemented in Indonesia. From this condition, the researcher interested in conducting English textbook entitled "Forward An English" Published by Erlangga for the tenth grade of vocational high school. This textbook is the new revision published in 2016, so we need an analysis to evaluate the content of this book considering this book is the latest revision. Previously, there are several previous studies that discuss the same topic but only 13-15 characters education that implemented in textbook. Therefore, the researcher conducting the same topic in different books and the newest revision edition. The researcher expect this newest revision edition book contents 18 character education values.

In this research, the researcher analyze the content of textbook to find the character values implement in the textbook which the government emphasizes there are 18 values of characters education. In the process of research, the researcher tried to analyze the character education of materials in this book

with implementation of curriculum 2013. The researcher collecting several sources from books, articles, journals, documents and other references related to the material as the source of data. Then the researcher analysis the texts or sentences in textbook which refers to 18 character education values. After the researcher find some of characters in the textbook the researcher describe what are the characters values appear in the textbook and how the characters are implemented.

## **B. Research Problem**

Based on background of study above, the researcher would like to make questions related explanation above. The researcher formulates the problem as follow:

1. What are the character education values that appear in English textbook entitled “Forward An English”?
2. How to the character education values are implemented in the texts or sentences of English textbook entitled “Forward An English”?

## **C. Objective of Study**

The researcher states the objective of this research are :

1. To identify the characters education values that appear in English textbook entitled “Forward An English.”

2. To know the character education values are implemented in the texts or sentences.

#### **D. Scope and Limitation**

This study is focused on the characters education values in “Forward An English” textbook implement basic competences of the 2013 Curriculum for the tenth grade of vocational high school. Therefore, the researcher wants to analyze the textbook to know and identify the character building appear in the text or sentences in the textbook. The researcher also expect this research can help the teachers to choose the suitable textbook which appropriate student’s need. The researcher limits the character education values in “Forward An English” textbook for the tenth grade of vocational high school as the source of data that researcher identify.

#### **E. Significance of the Study**

The researcher expected this research may give positive contribution as two points of view: theoretical and practical. For theoretical the researcher hopes the results of this research , can be useful for readers who wants to analyze textbook based on the basic competences of 2013 Curriculum. Besides it, the researcher expected this research can evaluate character education values in development of curriculum in Indonesia. For practical



benefit, this research gives information to English teachers on how to deliver the character education values to the students appropriately. Then, to give the descriptions of character education values in apply character building to students.

## **F. Operational Definition**

Related to the title of this research, the researcher wants to present the definition of key term that can be used to make the readers easy to understand what the writer is trying to clarify about the problem that is discussed in this research. The key arranged as follow:

### **1. Character Education Values**

Silvia (2013) mentioned that character education values can be define as the basis of the vision national building to create a society with good attitude, moral, ethics, culture and good civilization based on the philosophy of the Five Pillars (Pancasila). In this study, character education values refers to the purpose of national building in shaping the characters of society that become good people based on the values of Pancasila in Indonesia.

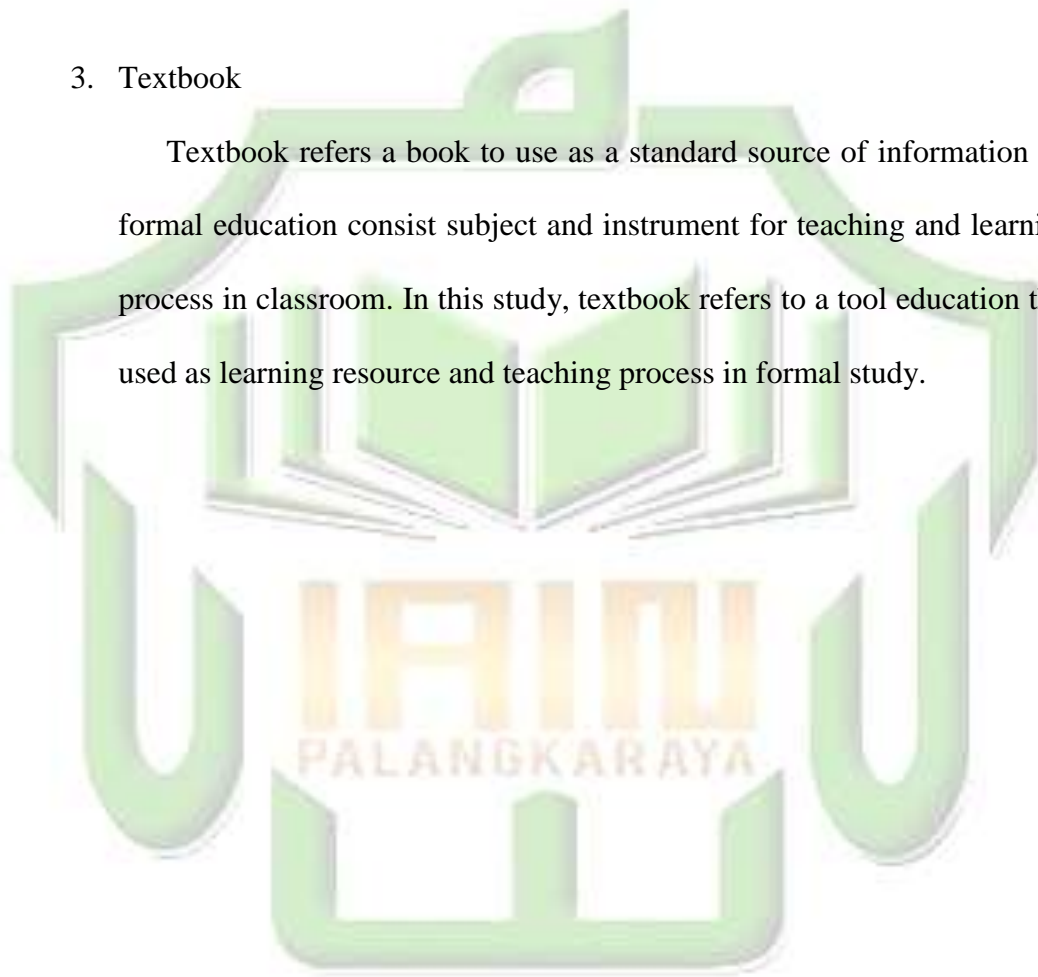
### **2. Curriculum 2013**

According to Purbosari (2015, p. 4) the development of the 2013 Curriculum is the next step of developing of curriculum based on the

competency that is started since 2004 and KTSP 2006 that arrange the competency of attitude, knowledge, and skill integrally. In this study, curriculum 2013 refers to the latest curriculum in Indonesia that focused on characters building.

### 3. Textbook

Textbook refers a book to use as a standard source of information for formal education consist subject and instrument for teaching and learning process in classroom. In this study, textbook refers to a tool education that used as learning resource and teaching process in formal study.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerned with the research problems.

#### A. Related Studies

There are some research that are related to this study:

**Table 2.1 Related Studies**

	Researcher	Topic	Participant/Method	Findings
	Akbar Syahbana and Mochammad Rizqi Adhi Pratama (2017)	Analysis of English reading texts based on value of national character on course book	The researcher selected one of the english course book that most used by english teacher of senior high school in Pamekasan to analyzed the reading texts	Based on the result, the researcher found 13 values which were inserted in 17 reading texts, but the rests were not; besides, there were several ways of reading texts to reflect values.
	Akbar Hidayati, M.Zaim, Kasman	This research is based on the	This research is conducted by using an ADDIE	The result of research which is obtained by the

	Rukun and Darmansyah (2014)	ineffectiveness of the implementation of character education in schools.	Model with five steps, consists of needs analysis, product design, product development, implementation, and research product evaluation.	implementation of character education conditions shows that character education program stands in good category
	Baibette Marisa Protz (2013)	Content analysis of character education in eight introduction to education textbooks	The researcher used content analysis in analyzed the content of eight introduction to education textbooks	The results for the introduction to education textbooks analyzed for this study indicated a poor representation of character education.
	Elmy (2016)	To find out the character education of Islam in English textbook and related to ayat	This study used by content analysis and library research in conducting research	The result of this study finding out eleven character education of Islam in English textbook of tenth grade published by "Intan Pariwara" as like as make <i>ukhuwah insaniyah</i> , respecting the achievements, good personality and intelligence, care of

		in the Holy Qur'a' and Sunna	<p>friends(sympathy), thanking to the God, tolerance, team work, and help each other, congratulating others, loving animals and plants, and even giving the news(information).Af terward in this study, the Ayatrelated character education of Islam that found werenineteen Ayat; <i>Q.S Al-Hujurat: 13, Q.S. Ali-Imran:104, Q.S Al-Hujurat:10, Q.S As- Sajdah: 27, Q.S. Al-Luqman: 29-31, Q.S Al-Maidah: 2 ,Al- Hujurat:6, and Al-Maidah: 8, Q.S. AL-An"am:38, Q.S AL-Qashash:77, Q.S Al-Hujurat: 13, Al-A"raf: 149, Ali-Imran: 103, Q.S Ali-Imran: 105, Al-Anbiya: 25, Al-Baqarah: 143, Al-Baqarah: 283. Then, there were twelve Sunna; H.R. Bukhari Muslim, H.R. Abu Daud bin Sulaiman bin al-Asy"as al-Sijistani sunan Abi Daud (Bukhari Muslim), H.R. At-Tirmidzi, H.R Mutafaqun Alai"h, H.R Ibnu Majah dan Thabrani, H.R As-</i></p>
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				<i>Syihab, H.R AL-Bukhari, H.R Abdullah bin Umar r.a, H.R Abu Syaikh, H.R Baihaqi, H.R Ahmad and Abu Dawud, H.R Adailami.</i>
	Rati, I. A. M. (2017)	To analyze the implementation of character education in the English lessons at SMP Negeri 1 Banjar.	This study uses descriptive qualitative research since the setting and the data are natural. The subjects of the research were the eighth grade students and the English teacher.	Result of the analysis indicates that the teacher inserts the character values in indicators, learning materials, learning steps, and assessment instrument in lesson plans. In teaching and learning activities, character values are also implemented.

The related studies have relevance and differences with this study.

**Table 2.2 The Relevance and Differences of Related Studies**

No.	Title	The Relevance	The Differences
1	The Analysis Of English Reading Texts Based On National Character And Cultural Education On Course Book For The Tenth	<ul style="list-style-type: none"> <li>- The research is analysis the textbook</li> <li>- The research conducting character building/education in textbook</li> </ul>	<ul style="list-style-type: none"> <li>- This research focused on reading texts</li> </ul>

	Grade At The State Of Senior High School In Pamekasan		
	The Development Of Character Education Curriculum For Elementary Student In West Sumatera	<ul style="list-style-type: none"> <li>- Conducting implementation character education of curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- This study find out the valid character education in elementary school</li> <li>- This study collected the data from field</li> </ul>
	Character Education In Print: Content Analysis Of Character Education In Introduction To Education Textbooks	<ul style="list-style-type: none"> <li>- This research analyzed the content of textbook</li> </ul>	<ul style="list-style-type: none"> <li>- The researcher analysis eight of education textbooks</li> </ul>
	The Character Education Of Islam Foundin English Textbook Of Tenth Grade Published By "Intan Pariwara"	<ul style="list-style-type: none"> <li>- The study finding character education in textbook</li> </ul>	<ul style="list-style-type: none"> <li>- This study focused on finding character education of Islam in textbook</li> <li>- This study finding the relation of character education of Islam with ayat Holy Quran and Sunna</li> </ul>
	The Analysis Of Classroom Character Education In English Lessons Based On The 2013 Curriculum	<ul style="list-style-type: none"> <li>- The research analyzed the implementation of character education based on the 2013 curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- The research conducting the implementation of character education in the English lesson</li> <li>- The subject</li> </ul>

			were the eight grade of SMP Negeri 1 Banjar
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Based on the table above, the researcher can be concluded that the related studies have some the relevance and the differences with the research of the researcher. But this research will discuss and find out the eighteen character education by Ministry of Education based on 2013 curriculum that appear in the texts or sentences in textbook.

## **B. Character Education**

### **1. Character**

Lickona in Kamaruddin (2012, p. 225) mentioned the meaning of character is a reliable inner disposition to respond to situations in a morally good way. Then he added, "so conceived Character has three interrelated parts: moral knowing, moral feeling, and moral behavior". That are the noble character (good character) includes knowledge of goodness, and cause commitment (intention) of goodness, and finally actually doing good. In other words, the characters refer to a set of knowledge (cognitives), attitudes, motivations, behavior and skills. From this, it can be understood that the character is the values of all human behavior relate with God, him/herself and people which manifests itself in the mind, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

According to Suyanto in Ratih (2017, p. 97) states that character is the way to think and behave of individuals which is to be a trick each individual to live and cooperate whether in the society, in family and in the country. It means that character is the main equipment to socialize in family, society and country, without character we can't survive in that situation.

Azra in Pratama and Aman (2017, p.4) said there are nine pillars of character values or good character universally:

- a) the character love of God,
- b) Independence and responsibility
- c) Honesty or trustworthy
- d) Respect and polite
- e) Generous, like helping, mutual cooperation
- f) Confidence and hard work
- g) Leadership and justice
- h) Tolerance, peaceful, and unity

Those are the nine pillars of good character according to Azra. Azra also states that if someone has good character he or she will feeling good and act good.

Based on above, the researcher understand the meaning of character is covers attitude, action, behavior and personality that related his or her

pattern of thought or perspective that can be affected to his or her moral attitude in daily life. So that, to get the perfection of life necessary good character.

## 2. Education

According to Anugrahwati and Agustien (2015, p.3) in etymologically, education is derived from *educare* (Latin) "bring up", which is related to *educere* "bring out", "bring forth what is within", "bring out potential" and *ducere* "to lead". Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In this case the meaning of education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Ki Hajar Dewantara in Anugrahwati and Agustien (2015, p.3) defines "education as an effort to advance the character, mind and body of students, in order to advance the perfection of life that is alive and bring the child in harmony with nature and society.

As stated in article 1, paragraph 1 of Law No. 20 Year 2003 on National Education System (Sistem Pendidikan Nasional) states that "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual strength of religious, self-

control, personality, intelligence, noble character, and the skills needed himself, society, nation and the State" (Hidayati et al, 2014, p. 189).

From the explanation above about education, the researcher conclude the definition of education is the activity to develop the basic of knowledge, skills or character of students in order to realize the vision of National Education System in Indonesia.

### 3. Character Education

Character is the important thing that must be implemented the educational process at every level of education. As stated in the regulation of Ministry of National Education number 20/2003 about National Education System, the function of Indonesia education is developing the national characters and dignifying national civilization. Related to that, the main programs of Ministry of Education is to develop students' character education for the sake of improving national education quality (Islami, 2016, p. 280).

Ministry of National Education (2010, p.26) proposed that Indonesian Government Guidelines of development of character education, there are 18 values that has to be implemented. The government formulates the values are:

- a) Religious



An obedient attitude and behavior in applying religious teachings, tolerant towards the practices of other religions and beliefs, and in harmony with people having different religions.

Indicators:

- Celebrating religious feasts
- Reciting prayers before and after study
- Providing opportunities to students of performing religious teachings

b) Honest

Attitudes based on one's effort to make oneself a person who is trustworthy in speech, action, and work.

Indicators:

- Prohibition of cheating

c) Tolerance

Attitudes and actions that respect religions, ethnicity, opinions, attitudes, and actions those are different from one's own.

Indicators:

- Respect and giving the same treatment to others religions, ethnicity, race and groups
- Working in different group

d) Discipline

Orderly and conforms actions to all the rules and regulations.

Indicators:

- To obey the rules
- On time or in time

e) Hard Work

A tenacious behavior in overcoming difficulties and in completing learning tasks.

Indicators:

- Compete well
- Never give up
- Work hard in learning

f) Creativity

Thinking before doing something to discover new ways or results from what one has at one's disposal.

Indicators:

- Create new works and ideas

g) Independent

Attitudes and behaviors that do not depend on other people in completing assignments.

Indicators:

- Able to complete the assignment by him/herself

h) Democracy

A way of thinking, behaving, and acting which views one's rights and obligations as equal to those of others.

Indicators:

- Accept the differences
- Discuss before making decision

i) Curiosity

Attitudes and action that generally seeks to discover more about what one learns, observes, and listens.

Indicators:

- Exploring

j) Spirit of Nationality

A way of thinking, acting, and viewing that places national interests higher than personal or communal interests.

Indicators:

- Celebrating the national day
- Cooperate with team

k) Patriotic

A way of thinking and doing that reflects faithfulness, care, and respect for the national language, along with the land, social, economic, and political aspects of the community.

Indicators:

- Using Indonesian language well
- Using Indonesian local product

l) Achievement Appreciation

Attitudes and actions of encouraging oneself to produce something useful of the society while also acknowledging what others do.

Indicators:

- Appreciate students' achievement

m) Friendliness/Communicativeness

Actions that demonstrate an eagerness to converse, interact, and cooperate with other people.

Indicators:

- Socialize
- Team work
- Communicating politely

n) Love of Peace

Attitudes, speech, and actions that cause other people to feel happy and secure due to one's presence.

Indicators:

- Create peaceful situations
- Full of love

o) Love Reading

The habit to provide time for reading various materials to learn insights and other virtues for oneself.

Indicators:

- Visit library
- Often reading

p) Care of Environment

Attitudes and actions that generally seeks to prevent damage in the natural environment and to make efforts to repair environmental damage that has occurred.

Indicators:

- Do not litter
- Keep clean everywhere
- Love environment
- Stop global warming

- Think green

q) Social Care

Attitudes and actions that tend to assist other people who need help.

Indicators:

- Harmony relationship
- Empathy to people

r) Responsibility

Attitudes and behaviors that assume the obligation to finish assignments and tasks and to take care of oneself, the society, the environment, the country, and God.

Indicators:

- Understand the obligation of him/herself

### C. Indonesian Curriculum

Curriculum is one of component important as a set of plans and systems about the goals/objectives to achieve education goals. In Indonesia, the national curriculum has been changed many times. The curriculum is called curriculum 2013. Curriculum 2013 brings some changes to its content. One of them is putting character education into core competence. The government named character education into Second core competence (KI 2). Curriculum



2013 is a curriculum that prioritizes on the understanding, skills, and character education. Students are demanded to understand the materials, active in the discussions and presentations as well as have manners and discipline. (Anugrahwati & Aguestin, 2015, p.2).

Curriculum change because many factors logical consequence such as the political system, social, cultural, economic and science. In general, the Curriculum Development process includes the design, development, implementation and evaluation of curricula. (Wahyuni, 2016, p. 73)

In a study Wahyuni (2016) The national educational curriculum has experienced changes in the year 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, and latest is 2013.

#### 1. Curriculum 1968 and Before

The first curriculum in Indonesia after independent day is the curriculum 1947. The curriculum was organized to replace Netherlands educational system, and developed to establish the Indonesian people character. In 1952, there was improvement of curriculum in Indonesia which is known as unravel Subject Plans 1952. The 1953 curriculum leads to the curriculum of national education system in which every lesson plan must consider the content of the subjects connected to everyday life. In 1964, Indonesia government improved the national educational system. The name was the Education Plan 1964, and the learning program focused on *Pancawardhana*.

Concerning *Pancawardhana*, Tilaar stated that it is an educational policy which contains principles of the development of patriotism based on national, international, and religious orientation. The next curriculum development was in the year 1968 (curriculum 1968). The curriculum change was colored by the political change from the Old Order to the New Order. Basic views and concepts relating to the educational foundation, objectives and contents were reformulated. The education foundation was *Pancasila*, the objective was to form Indonesian people who applied the spirit of *Pancasila*, and the contents of education were to solidify the students' morality, mentality and faithfully, to enhance the student's intelligence and skills as well as to develop the students physique.

## 2. Curriculum 1975, 1984, and 1994

The Ministry of Education and Culture established the curriculum 1975 to substitute the curriculum 1968 under the Ministerial Decree No.008d/U/1975 and 008e/U1975 dated on January 15, 1975. This curriculum generally aimed at enhancing the quality of the Indonesian national education, and specifically this curriculum was objective-oriented in the sense that the teacher needed to know the students' objective in learning a certain item of knowledge, science or skill (goal/objective oriented). Integrated approach was adapted, and structuralism philosophy was as foundation of the curriculum. In 1984, the curriculum 1984 was

established to rectify the curriculum 1975. The previous curriculum was considered no longer compatible with the needs of community and the demands of science and technology. The curriculum 1984 oriented to instructional goals, and learning in the classroom must be functional and effective. The teaching approach was student-centered through students' active learning system (Cara Belajar Siswa Aktif—CBSA) to improve students' communicative competence. The curriculum 1994 was established as the completion of the curriculum 1984 with the Education Law 10No.2 in 1989 about National Educational System. This curriculum applied a meaningful-based approach, communicative approach, and the system of learning time was changed from the semester to the quarter system.

### 3. Competence-Based Curriculum (CBC, The Curriculum 2004)

The curriculum developed at the time was called Competence-Based Curriculum which focused on developing ability to do (competence) duties in accordance with certain. Competence is a set of intelligent action, so a competence person has full responsibility as a condition to be considered capable by the society in carrying out tasks in a particular field of work.

#### 4. School-Based Curriculum (KTSP, The Curriculum 2006)

KTSP (Education Unit Level Curriculum) or School-Based Curriculum is the curriculum developed by the operational and implemented in each educational unit (school). This curriculum is implemented based on some regulations, namely:

- a. The Act (UU) No.20 in 2003 about National Education System.
- b. The Act (UU) No.32 in 2004 about Regional Autonomy, included in Education.
- c. The Government Regulation (PP) No. 19 in 2005 about National Education Standard.
- d. Ministerial Decree (MD) No. 22 in 2006 about Content Standard (SI)
- e. Ministerial Decree (MD) No 23 in 2006 about Graduate Competence Standard (SKL)
- f. Ministerial Decree (MD) No. 24 in 2006 about The Implementation of SI and SKL.

#### 5. The Curriculum 2013

The newest curriculum applied in Indonesia education is the curriculum 2013. The implementation of the curriculum 2013 is started on July, 2013. However, it is still for certain schools and levels of education. The goal of the curriculum 2013 is to produce Indonesian people who are

productive, creative, innovative, and affective through empowerment of integrated attitude, skill, and knowledge.

#### **D. The Role of Textbook in Classroom**

Graves in Gak (2011, p. 79) stated that textbook is a tool used as a learning resource for formal education in teaching learning process. Based on theory, textbooks are designed and organized on the basis of the curriculum. The curriculum also guides the textbook evaluation. Textbooks have a role in classroom as the heart of educational activities as they provide students a rich of new information and potentially interesting facts, and open the door to a world of fantastic experience (Mahmood, 2011, p.170-171). Using textbook in classroom also has benefit as state by experts Ansary and Babaii in Busra and Purnawaman (2018) state that textbook can be help teachers to control the teaching and learning process in classrooms.

Alan Cunningsworth as cited in (Ivana Maděřičová, 2013) described in his book *Evaluating and Selecting EFL Teaching Materials* using coursebooks in English classes in this way. Most teachers of English use a coursebook. Some may use one course book only, taking their students through it from the beginning to end, whilst others, who perhaps have more freedom and are happier when creating their own teaching programme, will take texts and exercises from several different books, adapting them where necessary and supplementing them with original material they have produced themselves.

### **E. 2013 Curriculum In Indonesia**

The vision of Indonesian education is the realization of educational system as a solid and authoritative social institut to empower Indonesian citizen to become intelligent persons that are able and proactive to stand facing the ever changing challenges of the era. They are bright (spiritually, emotionally, socially, intellectually, and kinesthetically) and competitive citizens. The educational system encompasses all form, type, and level of education: formal, non formal, and in-formal. Since 2006 (in decentralization era) Indonesia has been implementing competency base school level curriculum based on national standard of education (content and competence standards in particular) considering the goal of a certain level of education, learning experiences that should be provided to achieve the goal, the methods used to manage the learning experiences, and methods of evaluation to measure the goal achievement. The new curriculum is learners' and competency oriented and implemented by paying attention to learners potential, development stage, needs, interest, and environment (Dharma, 2008, p. 2).

The curriculum in Indonesia has been changing and developing in many times. Nowadays, The National Education Department has changed the previous curriculum – School Based Curriculum (SBC) 2006 – with the new one called 2013 Curriculum. The existence of 2013 curriculum becomes a great attention and leads to controversy for most people, because some people



regard 2013 curriculum is not ready to implement. Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today (Khasanah, 2015, p. 5)

In a study by Fitria Rachmat (2015, p. 4), 2013 Curriculum the positive effects are the teacher and students should be active and creative in learning process; there is increasing students' competency because the balance existence of attitude competency (spiritual and social), knowledge competency, skill competency. The negative effects are the curriculum change is too fast to implementation, so the teacher still confuse; the evaluation process is unclear.

#### **F. Implementation of 2013 Curriculum**

Relating to the implementation of curriculum 2013, the government is responsible for socializing to parliament members, training the teachers and headmasters, providing student books, teacher books and other related instructional materials, and conducting evaluation.

Curriculum 2013 has been implemented several years, unfortunately there are some obstacles during the implementation. Not all teacher books and

students' books for all subjects are ready on the day of the implementation. Some books like English book is not ready yet. Furthermore, many teachers find difficulties in implementing the teaching learning process and in coping with the reducing time allotment for certain subject like ICT and English subject because each teacher must fulfill 24 hours a week as the requirements of teacher certification. (Khasanah, 2015, p. 3)



## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher discusses the research method that was used in the research. Research method is aimed to give a direction how the research conducted. The research method is used to make the researcher accomplishes the study easily. This chapter covers the type of the research design, the setting research, the source of the data, research instrument, the technique of data collection, the technique of data analysis and data endorsement.

#### **A. Research Design**

The research design subsection, Wyk (2012, p. 3) explains research design is the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. The design is use to answer a wide variety of questions. This research use content analysis because the researcher conducting about character education implemented of 2013 curriculum in English textbook. Krippendorff (2004) said that content analysis refers a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.

In this research, the researcher uses some sources such as documents, journals, article and books as references. The content analysis views data not as physical events as texts, images and expressions that are created by seen,

read, interpreted and act therefore analyze with such uses in mind. It also limited on the library research because the data does not come from field and the data of research are collected from various references.

## **B. Setting and Subject of the Research**

In a qualitative research type, the terms “population” and “sample” are unknown, but the term to be used is “setting”. The setting of this research is at the 10th grade of Vocational High School. The english textbook tittle is “Forward An English” Published by Erlangga the new revision edition which has implemented 2013 curriculum.

## **C. Source of Data**

This part explains about the detail description of the data and the sources of the data which are necessary to be collected and analyzed. The main source in this research is the English textbook entitled Forward an English for the Tenth grade of Vocational High School. The researcher also can use the others books, documents and other printed materials as references. The others data of this research are journal, thesis, article, and ebook related concerning character education to support and complete the primary data.

#### D. Research Instrument

In a study by Ary et al (2010, p.424) the primary instrument in collecting and analyzing of data in qualitative research is the researcher him/herself. As the primary instrument the researcher designing, collecting, analyzing, and reporting the results of the research.

To help obtain the data in research, the researcher uses another instrument that is coding frame. According to Cope (2010) The purposes of coding are partly data reduction (to help the researcher get a handle on large amounts of data by distilling along key themes), partly organization (to act as a 'finding aid' for researchers sorting through data), and partly a substantive process of data exploration, analysis, and theory-building.

The instrumentation of this research was "*Forward an English For the Tenth Grade of Vocational High School* published by *Erlangga*. This English textbook provided with curriculum 2013. It means that uses scientific approach and has standard process in learning consisting of observing, questioning, exploring, associating, and communicating. It also provides the attitude or Character education in some discussions, or reading dialogue, and texts.

## **E. Data Collection Procedure**

Data collection procedure is the most strategic step in the research, because the main goal of the research is to obtain the data. The researcher used qualitative approach which the form of data is utterances. Qualitative is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem.

The researcher used documentation in collecting the data. The researcher conducts the documentation from english textbook. Necessary steps of collecting data are as follows:

1. The researcher finds english textbook entitled “Forward An English”  
Published by Erlangga from SMKN-1 Palangka Raya
2. The researcher reads and observe the content of english textbook. In this case, the book is “Forward An English” as the main book to observe.
3. The researcher identify and analysis the character education values that appear in english textbook by observe
4. The researcher finding out of character education implemented of curriculum 2013 in English textbook
5. Making a description of the data as the purpose of this research



## **F. Data Analysis Procedure**

In this data analysis the researcher uses qualitative research in the analytic process. Flick (2013, p. 5) said that qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning making in the material and what is represented in it. There are some steps in data analysis as follows:

1. The researcher reads and analysis carefully the texts or sentences in the textbook by indicators of 18 character education values. In this step, the data compare to find similar data to be classified into a category.
2. The researcher finds character education values that appear in the texts or sentences in textbook based on indicators.
3. The researcher categorizes the data. The data categorization to insert the data of each element into the same categorization as a kind of comparative work in order to facilitate the analysis.
4. The researcher descriptions of the meaning of results in the study. This step is to present the results of data categorization in the form of tabulation and descriptions the data.

## **G. Data Endorsment**

According to Sugiyono (2007) in research to ensure the data is there are four techniques to determine the endorsement of the data. They are credibility, transferability, dependability, and conformability.

### **1. Credibility**

Credibility means trustworthiness of the data (Sugiyono, 2007, p. 368). In naturalistic approach, validity of the data refers to the finding data is appropriate it the reality. This research is uses tringulation technique in validating data, it is process to crosscheck the data by various data to get the data. In other words, triangulation is to check the data by another ways such as multiple data sources or a variety of time.

The researcher checks the data by combined the data result from the data collecting books, documents, and other printed materials. The source is the English textbook entitled “Forward An English”. Then, theories of character, character education, and textbooks were referred in this research.

### **2. Transferability**

Transferability relates to the questions, how far the result of the study can be applied by the other people in other context. So that people can

understand the result of the research, a researcher must to tell the research clearly, systematically and acceptably. This research will make detail description, clearly, systematic, and believable data. As a result, the reader would get clear information from this research and decided to leave or take it.

### 3. Dependability

The credibility of the findings in a qualitative study will never exist without the consistency of the data. When the credibility of aspect has been fulfilled, the consistency aspect of the data itself is not questioned anymore.

The researcher selected texts are re-read again to examine them in certainty and stability to achieve consistency. The texts should be coherent with the research questions. Thus, the process of collecting and analyzing them are examined by matching the research questions with the results of the data collection.

### 4. Conformability

Examining the conformability can be done by the result of the research that related to the process. The result of the research must come from the process of the study without any manipulation. Interpretation by the researcher is actually not only unsupported by the data interpretation, but interpretation made by the researcher of course taking into account the

completeness of the data so that the conclusions drawn can describe actual facts.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter consists data presentation, research findings and discussion. Findings and discussion are presented based on the research questions that are related to that appear of characters and techniques of implemented characters in the texts or sentences of an English textbook entitled “*Forward an English of Vocational High School.*”

#### **A. Data Presentation**

*To obtain data, the researcher analysis the contents of textbook entitled “Forward an English” designed by Eka Mulya Astuti and Shyla K. Landee published by Erlangga used by 10<sup>th</sup> grade of Vocational High School that shown character education values based on curriculum 2013.*

*After the researcher read and analyzed the texts and sentences of English textbook, the result were found 29 texts/sentences from 9 units of textbook that shown educational character. Then, from 29 texts or sentences there are several values which contain one or more characters. In addition, character education implemented in the texts or sentences has two ways, explicitly and implicitly.*

*From 29 texts or sentences, the researcher was only found 15 character education based on curriculum 2013. Although curriculum*

*2013 emphasizes character education has 18 character education that should be implemented, but in this textbook only 15 characters. The characters that was found in textbook as following:*

(1)religious, (2)tolerance, (3)discipline, (4)hard work, (5)creativity, (6)independent, (7)democracy, , (8)spirit of nationality, (9)patriotic, (10)achievement appreciation, (11)communicative/friendliness, (12)love of peace, (13)love reading , (14)social care, and (15) responsibility. Those are the character education values that appear in English textbook. The result of analysis can be seen on table below:

**Table 4.1 Result of Content Analysis**

o.	Charact er Education	Text/Sentences
	Religiou s	- After the young man left, Dayang Sumbi prayed for guidance
	Honest	No found
	Toleran ce	- For you and for me and the entire human race
	Discipli ne	- In the evening, I usually recheck the order of my online shop. I go to bed at 11 p.m. I usually wake up early so I set my alarm clock to 4 a.m - You are not allowed to drive your



		<p>car or ride your motorcycle to school if you don't have a driving license</p> <ul style="list-style-type: none"> <li>- From now on, the entire staff will wear an ID tag with a photo</li> </ul>
	Hard Work	<ul style="list-style-type: none"> <li>- Rowling never stopped doing what she wanted to do</li> <li>- Every day, he hunted animals and looked for fruits to eat.</li> </ul>
	Creativity	<ul style="list-style-type: none"> <li>- Dr. Moller then developed the Skycar M400. He believes that it will be the car for the future</li> </ul>
	Independent	<ul style="list-style-type: none"> <li>- I'm a student. I'm 17 years old. I'm the owner of Farcee online shop.</li> <li>- After school, I work at a cafe as a waiter.</li> </ul>
	Democracy	<ul style="list-style-type: none"> <li>- Some consultation was conducted in days of meetings</li> </ul>
	Curiosity	No Found
0	Spirit of Nationality	<ul style="list-style-type: none"> <li>- Soekarno read the text of the Proclamation of Indonesian Independence. Then the flag of Indonesia was raised</li> <li>- Every april 21<sup>st</sup> people in Indonesia commemorate the Kartini Day</li> </ul>
1	Patriotic	<ul style="list-style-type: none"> <li>- Kartini had gone a long time ago, but her spirit and dream will always</li> </ul>

		be in our hearts
2	Achievement Appreciation	<ul style="list-style-type: none"> <li>- Congratulations on winning the championship! This sure is big</li> <li>- Congratulations on yours graduation! One more phase passed</li> <li>- Hey, you promoted! I'm happy for you</li> <li>- Wow! Congratulations! You really did it well</li> <li>- We are pleased to announce that Jane Doe of Doe Elementary School is the winner of our essay contest</li> </ul>
3	Friendliness/Communicativeness	<ul style="list-style-type: none"> <li>- It's nice meeting you in person</li> </ul>
4	Love of Peace	<ul style="list-style-type: none"> <li>- In this place, you'll feel there's no hurt or sorrow</li> <li>- For only love can conquer hate</li> </ul>
5	Love Reading	<ul style="list-style-type: none"> <li>- Book signing tour</li> <li>- Now we can read all her stories and share her passion</li> <li>- Books not all people could read</li> </ul>
6	Care of Environment	No Found
7	Social Care	<ul style="list-style-type: none"> <li>- I will always remember your willingness to help me during my time of need</li> <li>- Let me help you get into the bathroom, ma'am</li> <li>- Lists of missing people have been</li> </ul>

		posted in Bali and official said that it could take days to identify all the victims
8	Responsibility	- We are also concerned about your safety

## B. Research Findings

### 1. Character Education Values Appear In the Textbook

Ministry of National Education explained there are eighteen character education values in implemented curriculum 2013, the characters are (1)religious, (2)honest, (3)tolerance, (4)discipline, (5)hard work, (6)creativity, (7)independent, (8)democracy, (9)curiosity, (10)spirit of nationality, (11)patriotic, (12)achievement appreciation, (13)communicative/friendliness, (14)love of peace, (15)love reading, (16)care of environment, (17)social care, and (18)responsibility. After the researcher analyzed the character education in English textbook entitled Forward an English for the Tenth grade of Vocational High School, researcher was found several character education values contain one or more in the textbook, until amount to zero. The result of analysis can be seen on the table below:

**Table 4.2 Character Education Values That Appear In the Text/Sentences**

<b>o.</b>	<b>Character Education Values</b>	<b>T otal</b>
	Religious	1
	Honest	0
	Tolerance	1
	Discipline	3
	Hard work	2
	Creativity	1
	Independent	2
	Democracy	1
	Curiosity	0
0	Spirit of nationality	2
1	Patriotic	1
2	Achievement appreciation	5
3	Communication/friendliness	1
4	Love of peace	2
5	Love reading	3

6	Care environment	0
7	Social care	3
8	Responsibility	1

Based on the table 4.2, from 18 character education values, the researcher only found 15 character values in this textbook. Then as in table above, we can see achievement appreciation is the highest rate meanwhile honest, curiosity, and care of environment are the smallest rate values. From the result of analysis the researcher explained the characters that found from textbook each of characters as follow:

a. Religious

According to Nath (2015, p. 84) religion helps to shape the character of an individual and thereby it moulds social life. Thus, it is clear religious is important character to emphasizes the character education values. Here is example of religious that found in textbook.

*After the young man left, Dayang Sumbi prayed for guidance. After praying, she became convinced that the young man was indeed her missing son (Astuti & Landee, 2016, p. 138).*

The sentences were found in paragraph 5 the story of Sangkuriang. The sentences telling Dayang Sumbi who has lost her son Sangkuriang that went from their home, then one day Dayang Sumbi met the young

man that is her son. Dayang Sumbi prayed asked guidance to God. After she was praying, she convinced the young man was her son. This action shows the religious value because Dayang Sumbi praying to asked guidance and she got the guidance after she was praying.

b. Tolerance

The example of tolerance can be found in song's lyric by Michael Jackson the title is *Heal the World*. The following sentences:

*Heal the World  
Make it better place  
For you and for me and the entire human race*  
(Astuti & Landee, 2016, p. 152).

This sentence teaches students tolerant value that students can make the situation in school without discriminate each other and without discriminate in social.

c. Discipline

Task 15 in page 11 contains the example of discipline value.

The sentences as state:

*In the evening, I usually recheck the order of my online shop. I go to bed at 11 p.m. I usually wake up early so I set my alarm clock to 4 a.m* (Astuti & Landee, 2016, p. 11).

The underlined phrase of '*I usually*' is emphasize the routine activities, it means the phrase infers discipline value. Those sentences



implicitly provide example and lesson to students in using time and dividing time. With that, the students can be learnt discipline from those sentences.

Another example of discipline can be found on announcement below:

**ATTENTION**

**For: All students, teachers and staffs**

You are not allowed to drive your car or ride your motorcycle to school if you don't have a driving license

The announcement above tells the rules of school so as not to use a car or motorcycle to school if don't have driving license. This announcement indicates discipline value because the rules made to discipline the users of car and motorcycle to keep safety.

Another discipline exists in sentence below:

*Due to the growing incidents of theft, we have adopted specific security measures. From now on, the entire staff will wear an ID tag with a photo. (Astuti & Landee, 2016, p. 92).*

The underlined sentence shows the department made the rules to discipline all staff to prevent incident in department. With the regulations was made by department, it indirectly build someone discipline with complying the rules.

d. Hard Work

The hard work value can be learned from Joanne Kathleen Rowling who is the writer of Harry Potter book, a text that shows Rowling's hard work as follows:

*Later, she went to Scotland and worked as a French teacher. She finally finished her book there. It took another year to find a publisher. Rowling never stopped doing what she wanted to do. It took her six years to write the first Harry Potter book, but she never stopped writing (Astuti & Landee, 2016, p. 115).*

The text above tells the hard work and persistence of Rowling who never give up or stop what she wants to do. She started writing stories since she was young. She loves her job and hobby, she love to write and now she became a famous author. To get all of it not easy for Rowling, but she still doing what she wanted to do. From this, the students can be learned hard work value in reaching goals.

Then, another example of hard work can be found on the text Sangkuriang, as stated:

*Every day, he hunted animals and looked for fruits to eat (Astuti & Landee, 2016, p. 138).*

The sentence above is tells Sangkuriang story who is the son of Dayang Sumbi. In sentence above infers that Sangkuriang hard

working person, it can be proved from the words of hunted and looked for his food.

e. Creativity

In page 52 contain the example of creativity. Overall the text is about car of the future. The first paragraph contain creativity that can be seen sentence below:

*Dr. Paul Moller has a dream to design, manufacture, and sell a flying car. In 1989, his company made a flying car called Skycar M200. The M200 was slow and did not fly very far. Dr. Moller then developed the Skycar M400. He believes that it will be the car for future (Astuti & Landee, 2016, p. 52).*

The word underlined 'developed' is show dr. Moller was creative because he create the new car from old car. The old car was slow and did not fly too far, thus dr. Moller try to change the old car becomes car of the future. The car of future be more amazing, the speed is 560 kilometers per hour and can be fly like a helicopter. Dr. Moller can make something worthless to be valuable. From this, we get the lesson from dr. Moller that creativity appears from something worthless.

f. Independent

Independent value can be found on the text below:

*Hello, my name is Farah Farce and I'm a student. I'm 17 years old. I'm the owner of Farcee Online shop. It is an online shop that sells original goods from abroad, but I produce my own product as well (Astuti & Landee, 2016, p. 11).*

The text above indicates independent value because Farah is a student and still young but she has become a young entrepreneur. This behavior shown Farah is independent girl and do not depend on other people or her parents in earning money.

Another text contains independent also found at page 69. The text is about Andre from Medan. He is a student at vocational school and he is 16 years old. He still young but he also worked. He worked after school then he worked as a waiter at cafe. This sentence shows independent value that Andre working after school, he don't depend on his parents and he use his time to work.

#### g. Democracy

The example of democracy is in the text 1 at page 116 informs the short history about Indonesian independence. It was on 14 august 1945 when Japan declare their surrendered and its allies, therefore a young group of Indonesian urged the elderly to immediately proclaim the independence but the elderly did not want to rush. They consult before deciding.

From the explanation above, clearly the value of democracy is found at page 116, the elderly discuss before making decision and they do not want to rush in proclaiming independence.

#### h. Spirit of Nationality

Spirit of Nationality can be learned from Soekarno who is read the text of the proclamation of Indonesia independence on 17 August 1945. Soekarno action shows that he loves his country, his nationality make him prioritize his people to declare the independence of Indonesia.

Another example of Nationality can be found on the sentence below:

*Every april 21<sup>st</sup> people in Indonesia commemorate the Kartini Day (Astuti & Landee,2016, p. 126).*

Kartini is a female hero and a great lady of Indonesia. Everyone knows who Kartini is. She has better education than other children in her time. From the sentence above of example indicates that every april 21<sup>st</sup> Indonesia celebrate the national day. It is include the spirit of nationality.

i. Patriotic

The same about Kartini, patriotic value can be seen on sentence below:

*Kartini had gone a long time ago, but her spirit and dream will always be in our hearts (Astuti & Landee, 2016, p. 126).*

Based on the sentence above, although Kartini had gone but students could remember Kartini's spirit and dreams as students' motivation, especially for female students. The sentence shows patriotic value because this sentence teaches students to love and be loyal to Kartini.

j. Achievement Appreciation

Achievement appreciation is attitudes or actions acknowledging what others do. At page 19 there are some examples of achievement appreciation actions in task 2. The word of congratulations indicates give appreciate to someone.

*-Congratulations on winning the championship! This sure is big*  
*-Congratulations on your graduation! One more phase passed*  
*-Hey, you promoted! I'm happy for you*  
 (Astuti & Landee, 2016, p. 19).

Another example of appreciation can be found at page 89 in paragraph 1. The text tells announcement of success Jane Doe of Doe

Elementary School is the winner of essay contest. Announce of success someone is one of the example give appreciation.

k. Friendliness/Communicativeness

Friendliness example can be found at page 4. This is the dialog with work partners. The dialog happens in company talk about the new manager who is hold the next project. Robert introduced Thomas to Sarah as a new manager at the company. Then Sarah said '*It's nice meeting you in person*' to Thomas. The words of 'It's nice' is shows Sarah happy to meet Thomas directly. It indicates Sarah is friendliness and communicative person.

l. Love of peace

Love of peace can be found in the song's lyric of Heal the World song. This song tells the peace can be heal of hate. With a peace, the world became more beautiful without crying, hurt and sorrow. And if people want to live without feel insecure, then people make a peace.

Another example of love of peace also can be found in the song's lyric by Marvin Gaye, tittle is "What's Going On". This song tells the hostility is not the way to end of war. To stop the war is only love. The word of love infers a peace that makes the war stopped.



m. Love reading

Love reading can be found at page 84 that a poster of National Book Store to announce Jenny Han the author of books open bazaar in New York. From this poster contains indirectly invite others to like reading by selling the books bestseller with famous author.

Another example of love reading can be seen by sentence below:

*Now we can read all her stories and share her passion*

(Astuti & Landee, 2016, p. 115).

Sentence above was found in the text about Joanne Kathleen Rowling who is the famous author. She is one of author of Harry Potter book. She is very love to write therefore she has many books that her finished. From the sentence it was instruct us to read by read all Rowling stories especially for Rowling fans.

n. Social care

People are not just an individual creature but also a social creature that sometimes need others in particular condition. Social care can be found in a letters from Rengganis to Ester that Rengganis say thank you for the kindness of Ester to help her. The sentence as follows below:

*I will always remember your willingness to help me during my time of need (Astuti & Landee, 2016, p. 31).*

Based on sentence above shows Ester has social care character because she often helping Rengganis as long as she need help.

Another example can be found on illustrate of a young nurse that helping an old woman. The young nurse knows the old woman has trouble to stand when she wants to get into bathroom. Therefore the young nurse give help to the old woman to go bathroom. From this, the young nurse actions shown social care because she giving help to other.

Example of social care also can be found at page 127 in task 21. This text is tells about Bali Bombing which killed many victims. From this incident in Bali many people missing and killed, therefore they make lists of missing people that posted in Bali. Lists of missing people also one of example social care because it is attitude to help other in found people that was missing.

o. Responsibility

The example of responsibility is found in announcement about departure board flight to Makassar. For the comfortable of passengers, the Captain Haryono informed their time during trip. They also ensure the safety of passengers therefore they asked the passengers to take the

Safety Information Card out of pocket. This actions is shows responsibility character because they do their obligation to keep safety and comfortable passengers.

## **2. How the Character Education Values are Implemented in the Text/Sentences of English Textbook Entitled Forward an English**

Characters in the texts/sentences of textbook are implemented through two kinds of ways which are implicitly and explicitly. From analysis, the way of implemented characters on table below:

**Table 4.2 How to the Character Education Values Implemented**

<b>The way implemented</b>	<b>Total of Sentences</b>
Explicitly	19 Sentences
Implicitly	10 Sentences

From table 4.2 shows that characters in the texts/sentences of English textbook entitled Forward an English for Vocational High School are mostly delivered explicitly. The researcher to describe how the

character education values implemented in the texts or sentences as following below:

a. Explicitly

One of example sentence that show explicitly is discipline. The sentence stated below:

*From now on, the entire staff will wear an ID tag with a photo (Astuti & Landee, 2016, p. 92).*

Based on sentence above, the sentence shows explicitly discipline character. The content of announcement, instructions for all staff to use an ID tag with a photo are clearly and detailed. In addition, the staff can be understands the announcement easily and clearly.

Another character that is implemented explicitly is social care. Social care can be found of young nurse that helped the old woman, the sentence stated below:

*Let me help you get into bathroom, ma'am (Astuti & Landee, 2016, p. 38).*

From sentence above, it is clear that the young nurse said want to help the old woman to get into bathroom. The statement of young nurse is clearly and easy to understand the old woman.

Another example also can be found in friendliness/communicativeness character, the sentence can be seen below:

*Sarah Said: Oh I see. Robert told me a lot about you. It's nice meeting you in person. I'm Sarah. How do you do?* (Astuti & Landee, 2016, p. 4).

The underlined sentence shows Sarah expression was happy to meet Thomas directly. It was stated clearly because Sarah said she happy to meet directly with Thomas.

Character independent also one of example. The sentence below:

*I'm a student. I'm 17 years old. I'm the owner of Farcee online shop* (Astuti & Landee, 2016, p. 11).

It is stated that explicitly that she was told she is the owner of farcee online shop clearly meanwhile she is still a student and young. It indicates she is a independent girl.

Another example can be found spirit of nationality character that stated below:

*Every april 21<sup>st</sup> people in Indonesia commemorate the Kartini Day* (Astuti & Landee, 2016, p. 126).

The statement above is clearly that in Indonesia people celebrate Kartini day on april 21, it is very clearly showing spirit of nationality character.

b. Implicitly

The example of character that shown implicitly can be found at page 52, the sentence stated below:

*Dr. Moller then developed the Skycar M400. He believes that it will be the car for the future* (Astuti & Landee, 2016, p. 52).

The word of developed indirectly shows dr. Moller was creative, he make new innovation from the old car. Although in the text didn't said dr. Moller was creative but the word of developed refers he is a creative person.

Another implicit is love reading, through sentence:

*Books not all people could read* (Astuti & Landee, 2016, p. 126).

Sentence above is a piece of the text telling Kartini story that a fortunate woman on her time. She was lucky because she can read any books. It can show from the underlined sentence which means not all women can be her that can read any books

Character value tolerance also found with implicit meaning. Characters that show tolerance can be found in Michael Jackson's song lyrics that tell about world peace. To make the world better, there is nothing that distinguishes one another. the lyrics teach us implicitly the character of tolerance, the lyrics are as follows:

*For you and for me and the entire human race* (Astuti & Landee, 2016, p. 152).

Another example can be found on hard work character. The sentence can be seen below:

*Every day, he hunted animals and looked for fruits to eat* (Astuti & Landee, 2016, p. 138).

The sentence above tells us the hard work character implicitly. It can be seen from the sentence is not give more information. Not all people can be detected the meaning of sentence, the sentence need more comprehension. The word of everyday refers he is a hard work man.

Another example can be found on sentence below:

*We are pleased to announce that Jane Doe of Doe Elementary School is the winner of our essay contest* (Astuti & Landee, 2016, p. 89).

This sentence shows that the announcement was announced implicitly give achievement appreciation to Jane Doe who is the winner of the essay contest. It can proved from the word “*we are pleased*” that indicates they happy giving appreciation to Jane Doe.



### C. Discussion

The finding of this study is based on the research problems that are stated in the statement of the problem.

#### 1. The character education values that appear in English textbook entitled “Forward an English”

From the result analysis, in English textbook found character education values. From the data shows character education values appear in English textbook entitled “Forward an English” there are 15 character values that appearing in the textbook. In contrary, Ministry of National Education (2010, p.9) explained there are 18 character education that should implemented based on curriculum 2013, the characters are (1)religious, (2)honest, (3)tolerance, (4)discipline, (5)hard work, (6)creativity, (7)independent, (8)democracy, (9)curiosity, (10)spirit of nationality, (11)patriotic, (12)achievement appreciation, (13)communicative/friendliness, (14) love of peace, (15)love reading, (16)care of environment, (17)social care, and (18) responsibility, but the author was insert only 15 character education.

Based on the regulation of Ministry of National Education number 20/2003 about National Education System, the function of Indonesia education is developing the national characters and dignifying national civilization. Related to that, the main programs of

Ministry of Education is to develop students' character education for the sake of improving national education quality (Islami, 2016, p. 280).

In short, the author of the book should be includes all character values to help students to learn not only knowledge but also educational character for them. Not only that, it can be support the curriculum Indonesia in implemented moral students. Then, the values will have a big portion to be mentioned whether it is implicitly or explicitly.

## **2. How the Character Education Values are Implemented in the Text/Sentences of English Textbook Entitled Forward an English**

As stated Zuchdi, et al. in Fitriyani (2013, p. 32) characters can be integrated directly or indirectly. Thus, the techniques of integrating character education are categorized into two forms, namely the explicit (direct) technique and implicit (indirect) technique. The explicitly integrating technique aims to make learners more easily understand characters contained in the texts of English textbook, while implicitly integrating technique aims to train learners' logical reason and

imagination in order to find and understand the messages in of the characters contained in the texts of English textbook.

From the result, characters in the texts/sentences of textbook are implemented through two kinds of ways which are implicitly and explicitly. The implemented technique of characters is explicitly more dominant in the texts or sentences of this book. This result showed that the author seemed make it easy students in comprehension the character values in the texts or sentences of English textbook.

According to the Ministry of National Education in Fitriyani (2013, p. 38), there are many ways or techniques to integrate the characters into their teaching included in textbooks. These methods include (1) expressing the characters that exist in the learning material, (2) integrating the characters to become an integral part of the learning material (3) using imagery and making comparisons with similar events in the lives of the students, (4) changing the negative things into positive, (5) expressing the characters through discussion and brainstorming, (6) using stories to bring the characters, (7) telling the life stories of great men, (8) using songs and music to integrate the characters, (9) using drama to portray the events that contain characters, (10) using a variety of activities such as services, practice field through clubs or group activities to bring character of humanity. From the

above description, methods number (1) and (2) imply that the characters in the textbook expressed directly (explicitly). Methods number (3) - (10) are the indirectly (implicitly) integrating technique of characters.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Related to the first objective of this research, characters that are found in the texts or sentences of English textbook entitled Forward an English cover 15 characters. From those 15 characters achievement appreciation is the highest rate meanwhile honest, curiosity, and care of environment are the smallest rate values.

Furthermore, this research also studies the techniques of integrating characters in the texts of English Textbook entitled Forward an English. The characters that implemented in the texts or sentences consist of two techniques, namely explicit and implicit. The implemented technique of characters explicitly is more dominant in the texts or sentences of this book.

#### **B. Suggestion**

Based on the conclusions, the limitations, and the implications, the researcher proposes some suggestions as follows.

1. For principals, supervisors, and head of education: They should pay attention to the circulation of textbooks used in schools. It is intended to support the integrated character education development in all subjects,

especially English. In addition, they should pay attention to the condition of all educational components to support the implementation of character education.

2. For teachers who use English textbooks: They are expected to be more selective in choosing books or instructional materials and activities that already exist in the textbook for the application in the classroom. Teachers should be able to raise or deliver characters of character education in the material or activity explicitly. Teachers can apply contextual and cooperative learning so that these characters can be integrated optimally.
3. For the authors: They are expected to be more complete including character education according to the Ministry of National Education and the texts and sentences contains character education must in implicitly aims to train learners" logical reason and imagination in order to find and understand the messages in of the characters.
4. For the next researcher: They are expected not only analysis character education values in textbook but they also analysis character education someone in classroom to evaluation the character education has been implemented in schools.



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